

Employability Skills Survey

Theme and Level

Theme: Know Myself

Levels: Getting Started, Looking Deeper, Next Steps

At a Glance

Students identify their employability skills by completing a survey and then discuss strategies to help them develop these skills.

Time: 50 minutes.

Essential Questions

- How can I develop employability skills in school?

Preparation

- Set up overhead projector with classroom computer
- Establish CIS portfolios before this lesson
- Review PowerPoint presentation
- Either print the *Employability Skills Survey*, one per student or have students navigate to the survey under Tools for Counselors, Classroom Activities, Informal Assessment Materials.
- (Note: This activity, which is an informal approach to employability skills, provides students with some useful insights into the relevance of the academic and life skills they are acquiring, and should be used as an introduction, not as a diagnostic tool be sure to emphasize student interpretation and applications of employability skills.)

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn about employability skills and how to enhance learning and career readiness by developing these skills. Ask students to name some skills they think might be employability skills.
2. Tell students that people develop employability skills inside and outside school. Explain that employability skills are general skills that are needed both to get a job and succeed in school, and excel in a job. They are not the job-specific but rather more general skills. The US Government has done some work with research and employer groups to develop the SCANS Skills, a list of employability skills, that are recognized by nationwide as keys to success.
3. Show PPT Slide 2. Ask students what kinds of skills they think employers might want their employees to have. Record their responses on the board
4. Show PPT Slide 3. Explain that today's workplace needs a new type of employee with the skills shown on this slide in addition to job-specific skills. Define each skill area for the students:
 - Basic Skills: reading writing, speaking listening
 - Thinking Skills: creativity, decision-making, problem-solving
 - Personal Qualities: responsibility, self-esteem, honesty
 - Use of Resources: time, money, materials management
 - Interpersonal Skills: interacting with people
 - Use of Information: find and communicate information, organize and maintain files
 - Understanding Systems: find and use the right technology, understand social and business systems, check and correct your own performance, suggest improvements to how things are done.
5. Explain that their future earning power will relate to their job-specific and employability skills.
6. Show PPT Slide 4. Introduce the Employability Skills Worksheet, either on paper or on CIS in the location introduced under **Preparation above**. Read the instructions aloud then give students 10-15 minutes to complete the worksheet.
7. After students finish the survey, ask how many had a range of skills (for example, they were high in basic skills but low in systems). Explain that everyone has strengths and weaknesses in different areas. Tell them that to get a good job in the future, they will need to have at least a three (which is average), in all of the employability skills areas.
8. Show PPT Slide Divide class into seven groups, one for each of the broad employability skills areas introduced on this slide5.
9. Assign each group to identify a speaker and record-keeper.
10. Assign each group to make a list of the places in and outside school where students can develop these skills. Give five minutes for this assignment.
11. Ask group speaker to report back to the full class.
12. Ask students to note individually their best employability skills and those skills they need to improve in the box at the end of the worksheet. Also have them note how they might build those skills that need improvement. Record this in the Career Plan, Set Goals section, under the reflection prompt: **What are your plans for improvement and enrichment this year?**

Variations and Accommodations

- Invite an employer to come talk about the importance of developing employability skills with the class.
- Visit a worksite and observe workers, see if they see these skills in use. Return to class and discuss.
- Ask students to analyze the school environment and connect employability skills with the different activities and rooms in the school.
- Invite a CTE teacher or Human Resources manager to talk to the class about employability skills in the workplace.
- Assign students to write a paragraph on which employability skills they need to develop and strategies to develop these skills.
- Work one-on-one with any student needing special assistance.

Assessment

Use the *Employability Skills Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your plans for improvement and enrichment this year?** text box in the Set Goals section of My Career Plan.

Materials

Classroom with computer, overhead projector and CIS access

[Employability Skills \(PPTX\)](#)

[Employability Skills Survey \(PDF\)](#)

[Employability Skills Survey \(DOCX\)](#)

[Employability Skills Survey Scoring Guide \(PDF\)](#)

[Employability Skills Survey Scoring Guide \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

National Career Development Guidelines

- GOAL PS1 Develop an understanding of self to build and maintain a positive self-concept.

American School Counselor Association

- Academic Development

Bloom's Taxonomy: Applying, Analyzing, And Understanding

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success
- Belief in Using Abilities to their Fullest to Achieve High-Quality Results and Outcomes
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Use Time-Management, Organizational and Study-Skills
- Apply Self-Motivation and Self-Direction to Learning
- Apply Media and Technology Skills
- Set High Standards of Quality
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently
- Demonstrate Perseverance to Achieve Long- and Short-Term Goals
- Demonstrate Ability to Overcome Barriers to Learning
- Demonstrate the Ability to Balance School, Home and Community Activities
- Demonstrate Personal Safety Skills
- Demonstrate Ability to Manage Transitions and Ability to Adapt to Changing Situations and Responsibilities

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Demonstrate Ethical Decision-Making and Social Responsibility
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment

Credits and Citations

- The Employability Skills Survey Worksheet was created from work originally completed at the New Ways to Work organization for Kansas City Schools. Reprinted with permission from Steve Trippe, Executive Director, 2014.